

ENGLISH POLICY

English is a vital form of communication; it is an essential foundation in all subjects. We aim to develop, improve and extend our pupils' knowledge of the English language, encouraging them to speak clearly and confidently as well as developing their reading and writing skills.

Our overall aims:

- Develop the pupil's use of English through clear stages of progression and a stimulating environment.
- Promote the enjoyment of the written and spoken word and performance
- Enable the pupils to become confident, competent and independent readers and writers.

Implementation:

Throughout the school we adopt a cross-curricular approach to Literacy teaching and learning. Where appropriate, Literacy skills are taught through a themed text. The National Curriculum is used to develop key skills. Personalised learning opportunities are provided across the Key Stages.

Literacy leaders:

They ensure continuity and progression by monitoring teaching and learning, developing and sharing good classroom practice with staff and evaluating methods of assessment. They provide support to colleagues, carry out staff training and organise the resources required.

Spoken Language

Aims:

- To be able to speak clearly, fluently and confidently, using the correct volume for the occasion. To use appropriate intonation and to adapt speech for a range of purposes and audiences. To develop and sustain ideas through talk.
- To read aloud with intonation and expression which shows understanding.
- To develop listening strategies and critical skills of analysis, whilst understanding and responding appropriately to others.
- To participate in group discussion and interaction: taking on different roles and working collaboratively.

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- Drama: To improvise and work in role, scripting, performing and responding to performances. To evaluate their own and others' contributions.

This will enable children to clarify their thinking as well as organise their ideas for writing.

Implementation of Spoken Language:

In their daily lives, pupils use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk and in the classroom pupil's confidence and attitudes to learning are greatly affected by friendships and interaction that support them.

The requirement to teach reading in the National Curriculum assesses Spoken Language for English, but best practice embeds this teaching in all subjects across the curriculum.

Assessment of Spoken Language:

Teachers use formative and summative assessment to assess pupil's progress.

Reading

Aims:

- To promote reading for pleasure and a whole-school reading community.
- To encourage pupils to use and share books as a source of enjoyment and information.
- To create a reading environment that encourages pupils to become willing, independent and thoughtful readers.
- To stimulate pupil's imagination and enthusiasm and develop knowledge of a wide range of literature.
- Develop reading through the use of progressively more challenging and demanding texts, so that each child achieves the highest level possible and creates a foundation for life-long learning.

Assessment of Reading:

Teachers use formative and summative assessment to assess pupil's progress.

Children's ability to infer and deduce is fundamental to comprehension: they need to be able to retrieve information and explain composition, language and effect. These skills are developed through guided reading using a wide range of ability appropriate texts.

Writing

Aims:

- To inspire and motivate an interest in written language and its purpose.
- To generate creative thinkers and future writers.
- To develop a sound knowledge of phonics and a good basic understanding of spelling rules and patterns.
- To use accurate punctuation and the correct use of Grammar.
- To develop Handwriting skills.

Implementation of Writing:

We follow the National Curriculum, developing pupil's writing both within English lessons and across the curriculum. Clear learning objectives are taught through shared, independent and guided writing.

Shared Writing:

- Whole class modelling, exploring and discussing writer's choice, demonstrating and sharing composition and effect.
- Focus on particular aspects of the writing process:
 - ❖ planning
 - ❖ composing/ drafting
 - ❖ revising, evaluating, editing, proof reading and redrafting.
- Teach the skills required to develop independent writing.

Assessment of writing:

Teachers use formative and summative assessment to assess pupil's progress.

The pupils are involved in evaluating their own writing.

Phonics and Spelling:

Teachers use formative and summative assessment to assess pupil's progress.

In Reception to Year 4, phonics and spelling patterns are taught in ability groups. In year 5 and 6 spelling rules and patterns are taught in line with the National Curriculum.

Vocabulary, Punctuation and Grammar:

Teachers use formative and summative assessment to assess pupil's progress. This is taught through reading texts, writing and the spoken word.

Handwriting:

Pupils are introduced to letter formation in Reception: common properties of letter shapes support the acquisition of handwriting and cursive script is introduced. Handwriting continues to be a focus in each year group, developing consistency of style, letter formation and legibility.

Special Educational Needs

Support for pupils requiring extra help is given by the class teacher within the class situation. In addition, pupils are withdrawn for individual support or interventions from the SENCO team if necessary. Advice on the teaching of English to pupils with Special Educational Needs may be sought from the English leaders and SENCO.

Gifted and Talented

It is recognised that pupils may have a particular gift for English. Such pupils are encouraged to investigate and problem solve in greater depth and to share their expertise with others. The pupils are given the opportunity to attend challenge Saturdays hosted by Cheshire Gifted and Talented Team and other out of school events, often ones hosted by the FLC.

I.C.T.

Where and when appropriate, computers and software packages, videos and CDs etc. are introduced as a learning tool to complement and enhance teaching. We strive to encourage new technologies to enhance English learning across the school.

Assessment and Reporting

Teachers use formative and summative assessment to assess pupil's progress

A written statement on the child's progress in English is included in the end of year report to parents.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and with the guidance of the leader. Every teacher is encouraged to take part in staff development and training in connection with this subject area.

Monitoring, Evaluating and Reporting

This policy is reviewed every two years by the literacy leaders. The standard of pupil's work is monitored at least annually and reports are made to staff and governors. Examples of successful work are displayed. Direct observations of the teaching and learning in this subject are made according to a rolling programme of classroom observations. This results in an action plan addressing points of concern.